

Unit Plan Activity

Grade Level: 4

Content Area: English Language Arts: Reading and Writing

Common Core State Standards—Goal: Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

Unit Plan

1. Present various genres of fantasy to demonstrate metaphor
 - a. “The Dragon” (a poem)
 - b. “The Flaming Dragon” (a narrative)
2. Groups of students
 - a. Investigate the author of each book, poem, or song.
 - b. Determine the themes or topics; compare and contrast two writings.
3. Students share their results to determine how the approaches across authors, poets, or songwriters are similar or different.
 - a. Why did the similarities possibly occur? Why did the differences possibly occur?
 - b. Consider the author’s message, purpose, or intent.

Adaptation and Modifications for ELLs: Text Complexity Example 1

The Dragon

I know a dragon
That is mean and huge
The fire surges
From his mouth
He flies and stomps on land and sea.

The dragon kills like
A lion
Ready to pounce
On his prey.

How can we fight
Him everywhere
His wings spread
Spewing his venom
And poisoning all
Dividing the people.

WIDA Academic Complexity	“The Dragon” (A Poem)	Adaptations and Modifications
Linguistic complexity ▪ Quality and variety of oral and written speech		
Language forms and conventions ▪ Types, array, and use of language structures		
Vocabulary usage (not new vocabulary) ▪ Specificity of word or phrase choice		

1. Instructional Shift 1: Is this literary text? ____ Is this informational text? ____
2. Instructional Shift 2: Write two text-based questions for the reading alone (not based on a fourth-grade student’s prior knowledge or experience).
3. How will you continue this theme, topic, or genre in complex texts across the curriculum?

Adaptation and Modifications for ELLs: Text Complexity Example 2

The Flaming Dragon

Here among us, a dragon lives—a treacherous, flaming dragon that often hides yet worries everyone in the vast valleys and the countries beyond and even across the oceans to the foreign inhabitants. The dragon has been seen traversing mountains and oceans without a pause—no thought of enemies of man-made or God-made events. People wonder, “What if, the dragon comes here next?” What will be his reason for coming and what will he do to us as mere mortals? Will he overtake us and leave us nevermore the same?” In other places, he has breathed his fire and the peoples changed, as they fight and argue, maim and kill, plunder and plunge. The dragon—what is it that comes with him?

WIDA Academic Complexity	“The Flaming Dragon”	Adaptations and Modifications
Linguistic complexity <ul style="list-style-type: none">Quality and variety of oral and written speech		
Language forms and conventions <ul style="list-style-type: none">Types, array, and use of language structures		
Vocabulary usage (not new vocabulary) <ul style="list-style-type: none">Specificity of word or phrase choice		

1. Instructional Shift 1: Is this literary text? ____ Is this informational text? ____
2. Instructional Shift 2: Write two text-based questions for the reading alone (not based on a fourth-grade student’s prior knowledge or experience).
3. Shift 3: How will you continue this theme, topic, or genre in complex texts across the curriculum?